

Willow Drive Elementary

26 Willow Drive
Sumter, South Carolina 29150

Grades	PK-5 Elementary School	
Enrollment	606 Students	
Principal	Melissa O'Connor	803-773-5796
Superintendent	Zona W. Jefferson, Ph.D.	803-469-8536
Board Chair	Ms. Jo R. White	803-773-7663

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	43	66	12

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Good	No
2005	Average	Unsatisfactory	Yes
2006	Average	Unsatisfactory	No

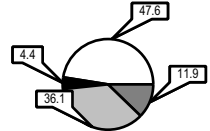
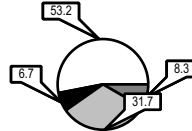
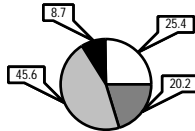
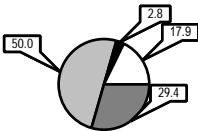
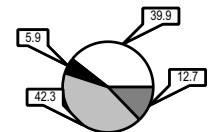
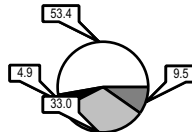
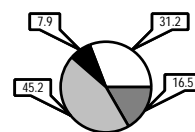
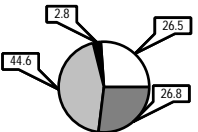
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	284	96.1	16.5	50.0	30.6	2.9	47.9	Yes	Yes
Gender									
Male	133	94.7	23.2	46.4	28.6	1.8	44.6	N/A	N/A
Female	151	97.4	10.8	53.1	32.3	3.8	50.8	N/A	N/A
Racial/Ethnic Group									
White	71	100.0	10.2	35.6	50.8	3.4	67.8	Yes	Yes
African American	205	94.6	18.1	55.9	23.2	2.8	41.2	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	237	99.6	11.3	51.6	33.8	3.3	52.1	N/A	N/A
Disabled	47	78.7	55.2	37.9	6.9	0.0	17.2	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	284	96.1	16.5	50.0	30.6	2.9	47.9	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	96.1	16.3	50.2	30.5	2.9	48.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	216	94.9	19.8	56.6	23.1	0.5	40.1	Yes	Yes
Full-pay meals	68	100.0	6.7	30.0	53.3	10.0	71.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	284	96.5	22.6	47.3	21.0	9.1	39.9	Yes	Yes
Gender									
Male	133	95.5	25.7	41.6	20.4	12.4	42.5	N/A	N/A
Female	151	97.4	20.0	52.3	21.5	6.2	37.7	N/A	N/A
Racial/Ethnic Group									
White	71	100.0	5.1	39.0	28.8	27.1	64.4	Yes	Yes
African American	205	95.1	28.1	51.1	18.5	2.2	31.5	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	237	100.0	17.3	50.5	22.4	9.8	43.5	N/A	N/A
Disabled	47	78.7	62.1	24.1	10.3	3.4	13.8	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	284	96.5	22.6	47.3	21.0	9.1	39.9	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	96.4	22.5	47.5	21.3	8.8	40.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	216	95.4	27.9	51.4	18.0	2.7	30.6	Yes	Yes
Full-pay meals	68	100.0	6.7	35.0	30.0	28.3	68.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	284	97.5	53.2	31.7	8.3	6.7	15.1
Gender							
Male	133	97.0	48.7	34.5	8.4	8.4	16.8
Female	151	98.0	57.1	29.3	8.3	5.3	13.5
Racial/Ethnic Group							
White	71	100.0	27.1	32.2	18.6	22.0	40.7
African American	205	96.6	61.5	32.1	4.3	2.1	6.4
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	237	100.0	49.1	34.6	8.4	7.9	16.4
Disabled	47	85.1	76.3	15.8	7.9	0.0	7.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	284	97.5	53.2	31.7	8.3	6.7	15.1
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	97.5	53.0	32.1	8.0	6.8	14.9
Socio-Economic Status							
Subsidized meals	216	96.8	62.0	31.3	3.6	3.1	6.8
Full-pay meals	68	100.0	25.0	33.3	23.3	18.3	41.7

Social Studies							
All Students	284	97.5	47.6	36.1	11.9	4.4	16.3
Gender							
Male	133	97.0	46.2	37.0	10.1	6.7	16.8
Female	151	98.0	48.9	35.3	13.5	2.3	15.8
Racial/Ethnic Group							
White	71	100.0	30.5	35.6	23.7	10.2	33.9
African American	205	96.6	52.9	36.4	8.0	2.7	10.7
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	237	100.0	43.0	39.3	12.6	5.1	17.8
Disabled	47	85.1	73.7	18.4	7.9	0.0	7.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	284	97.5	47.6	36.1	11.9	4.4	16.3
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	279	97.5	47.8	36.1	11.6	4.4	16.1
Socio-Economic Status							
Subsidized meals	216	96.8	53.6	36.5	7.3	2.6	9.9
Full-pay meals	68	100.0	28.3	35.0	26.7	10.0	36.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	82	100.0	14.3	47.1	32.9	5.7	38.6
	4	70	100.0	20.3	57.8	21.9	0.0	21.9
	5	102	99.0	26.1	54.3	19.6	0.0	19.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	92	98.9	17.3	35.8	40.7	6.2	46.9
	4	97	95.9	12.5	56.3	30.0	1.3	31.3
	5	95	93.7	19.8	58.0	21.0	1.2	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	82	100.0	21.4	67.1	5.7	5.7	11.4
	4	70	100.0	18.8	50.0	15.6	15.6	31.3
	5	102	99.0	29.3	50.0	13.0	7.6	20.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	92	100.0	28.0	43.9	20.7	7.3	28.0
	4	97	95.9	21.3	41.3	25.0	12.5	37.5
	5	95	93.7	18.5	56.8	17.3	7.4	24.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	82	98.8	46.4	46.4	5.8	1.4	7.2
	4	70	97.1	54.7	26.6	12.5	6.3	18.8
	5	102	99.0	70.7	25.0	3.3	1.1	4.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	92	100.0	50.0	32.9	11.0	6.1	17.1
	4	97	95.9	42.9	36.9	8.3	11.9	20.2
	5	95	96.8	66.3	25.6	5.8	2.3	8.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	82	98.8	29.0	60.9	4.3	5.8	10.1
	4	70	97.1	26.6	56.3	14.1	3.1	17.2
	5	102	99.0	58.7	37.0	3.3	1.1	4.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	92	100.0	24.4	43.9	25.6	6.1	31.7
	4	97	95.9	42.9	42.9	8.3	6.0	14.3
	5	95	96.8	74.4	22.1	2.3	1.2	3.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 606)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.6%	Up from 5.9%	3.4%	2.8%
Attendance rate	96.5%	Up from 96.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.6%	Down from 11.5%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.5%	Down from 10.3%	0.0%	0.0%
Eligible for gifted and talented	9.5%	Down from 11.2%	6.2%	10.4%
On academic plans	38.3%	N/AV	44.0%	33.6%
On academic probation	21.1%	N/AV	0.0%	1.0%
With disabilities other than speech	8.6%	Up from 7.2%	7.9%	7.5%
Older than usual for grade	4.0%	Down from 4.7%	1.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 54)				
Teachers with advanced degrees	42.6%	Up from 39.1%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.5%	N/A	3.4%	2.4%
Teachers with emergency or provisional certificates	2.1%	Down from 2.3%	0.0%	0.0%
Teachers returning from previous year	86.1%	Down from 86.2%	86.9%	87.3%
Teacher attendance rate	94.5%	Down from 95.6%	94.8%	94.9%
Average teacher salary	\$43,703	Up 7.1%	\$41,596	\$42,485
Prof. development days/teacher	13.2 days	Up from 12.8 days	13.4 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	14.0 to 1	Down from 19.3 to 1	17.6 to 1	18.6 to 1
Prime instructional time	89.7%	Down from 90.4%	89.4%	89.7%
Dollars spent per pupil*	\$6,359	Up 1.2%	\$6,937	\$6,557
Percent of expenditures for teacher salaries*	68.3%	Up from 65.5%	62.8%	64.0%
Percent of expenditures for instruction*	73.4%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	8.2%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Willow Drive Elementary is known as a friendly neighborhood school. Most of our students live within walking distance, and we strive to create a warm, family-like atmosphere for our students, parents, and staff members. Many parent involvement opportunities are implemented throughout the school year. Teachers work collaboratively with parents to ensure that all children have a positive learning experience.

Willow Drive School serves primarily a lower income population with 75-85% of our students qualifying for free or reduced-priced meals. We also have a rather transient population as approximately 30% of our students transfer on a yearly basis. In spite of these challenges, we have continued to experience significant improvement in our goals of increasing student achievement and improving student discipline.

Some of the steps that we have taken to accomplish the goal of increasing student achievement include correlating our curriculum with the state standards, participation in on-going professional development, utilizing the MAP assessment data, Reading Recovery for at-risk first graders, small group instruction, the Read 180 intervention program, math remediation, after-school programs, inclusion challenge classes, and a variety of parent involvement activities.

We have successfully implemented Positive Behavior Interventions. Students exhibiting the positive behaviors are encouraged by receiving Eagle Talons, trophies, and other positive rewards. Our discipline referral rate has decreased by 20%. Our character education program utilizes the Core Values character program, which focuses on rewarding students who are displaying appropriate behaviors. In addition, behavior honor roll and behavior parties are incorporated into the Positive Discipline Plan. To emphasize positive character we provide service-learning projects such as Jump Rope for Heart, Salvation Army Canned Food Drive, Christmas Cards for Shaw, Pennies for Patients, March of Dimes, and more.

In addition, Willow Drive Elementary has a Science Connections Magnet school housed within the school. This program features a rigorous science curriculum and provides inquiry-based science lessons involving extensive field trips to real-world related science adventures. The Magnet school has had a positive impact on the entire school with enhanced professional development opportunities and science resources for all teachers in the school.

In closing, be assured the faculty and staff are dedicated to the mission of the education of all children to their highest potential at Willow Drive Elementary.

Melissa O'Connor, Principal

Yvonne Wilkes, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	59	17
Percent satisfied with learning environment	97.5%	81.4%	76.5%
Percent satisfied with social and physical environment	85.0%	78.0%	64.7%
Percent satisfied with school-home relations	62.5%	81.4%	64.7%

*Only students at the highest elementary school grade level at this school and their parents were included.